



# **CORINDA**

## **STATE HIGH SCHOOL**

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### **2021 ANNUAL REPORT**

Every Student Succeeding  
State Schools Improvement Strategy  
Department of Education





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## School Overview

Corinda State High School, located in the Western Suburbs of Brisbane, provides a traditional Year 7 to Year 12 co-educational experience. The school enjoys a well-deserved reputation of academic excellence and innovation, a tradition which has spanned many years. High standards and expectations of students are considered an essential element in maintaining a culture of learning. The school aims to present a holistic education catering for the academic, social, emotional and physical wellbeing of student life. The school's vision is to create a place of learning that 'exceeds your expectations' and our aim is to revolutionise teaching and learning so that students are creative, curious problem solvers ready for a future that is unknown.

Our school is faced with the challenge to prepare students for rapid economic, environmental and social changes, for jobs that have not been invented and to solve problems that have not been anticipated. This plan is focused on the knowledge, skills, attitudes and values today's students will need to shape and thrive in their world beyond school. We acknowledge the need to build on solid foundations where Numeracy and Literacy remain crucial as an essential skill, while equipping students with transferrable skills they need to become active, responsible and engaged citizens. We are committed to developing total fitness which reflects individual and societal wellbeing in readiness for "FUTURE YOU".

Continuing to strengthen instructional practice through a whole school Curriculum Framework, assessment and high impact teaching strategies remain a priority for Corinda State High School. When we look at Corinda students we see boundless potential. By instilling independence and the feeling of limitlessness, we aspire to broaden their realms of academic possibility. Corinda students are skilled with technology and comfortable with global and intercultural communication and we plan to utilise these skills to purposefully connect learning to real world problems. We are committed to building on these characteristics with the aim of taking the lead, seeking out new ways of doing things and staying in touch with the world outside of the education system.







## Who we are

### Our School

Opened in 1960  
Traditional Co-Educational High School located 12km from CBD  
Highly successful and inclusive school  
Australia's only Carbon Neutral Certified School  
Regional Winners and State Finalist - Showcase Awards for Schools  
2019 - Award for Excellence in Secondary Years  
2018 - Award for Excellence in Industry Partnerships  
2017 - Award for Excellence in Inclusive Education

### Values-Based Culture

Extensive Extra-Curricular activities and programs for all of our students

- Instrumental Music
- Dance Troupe
- Debating
- Public Speaking
- Farm teams
- Sustainability team
- International Space Design
- Interschool & Interhouse sporting competitions

### Academic

Courier Mail's Most Improved School across the state over ten years  
100% QCE attainment for ten consecutive years  
Strong academic improvement culture  
Student academic coaching program  
Explicit Literacy and Numeracy programs  
Year 7-9 NAPLAN gains surpassed state and national gains

### Our Students

Over 2000 students in years 7-12  
Our students represent over 60 different cultures

### Governance

Independent Public School  
School Council - Parents, Staff, Community and Students  
Parents and Citizens Association

### Technology and Innovation

Digital wellbeing focus  
STEM embedded across subject disciplines  
Coding, Artificial Intelligence, Virtual Reality  
SMART Farming  
Innovative Learning Environments

### Global Perspectives

International Study Tours  
High successful International Program  
International Curriculum Exchanges  
Five language programs  
• Chinese  
• French  
• German  
• Japanese  
• Spanish

### Student Wellbeing

Vertical House structure (six sub-schools)

- Six Houses, One Family
- Pastoral Care/Positive Education
- Student leadership program
- Wellbeing programs
- Volunteering in the community
- House spirit
- Positive competition

### Distinctive Features

Fully functioning Agricultural Farm

- Including cattle, sheep, goats, alpacas, bees and market gardens
- Highly Successful Excellence/Honours Programs
- Culinary Excellence
- Dance Excellence
- Engineering Design & Technology Excellence
- English/Humanities Honours
- Football Excellence
- Maths Science Honours
- Music Excellence
- Platinum Honours
- Tennis Excellence
- Visual Art Excellence



## Our Mission Future You!

To prepare future ready students who exercise agency in their own education and throughout life.



## Our Values

### Educational Values

- Learner Agency
- Learning Partnerships – teachers, peers, families and communities
- Individual and Societal Wellbeing

### Aspirational Values

- Every student will nurture his or her passions, by making connections between different learning environments, and thrive towards attaining their personal learning goals

## Our Vision *Exceed Your Expectations*





## Principal's Foreword

### ***2021 – True Grit – The Cowboy Code***

Our theme for 2021 was titled True Grit – The Cowboy Code. Each year we look forward to embracing our theme which provides us with inspiration and a little bit of like-minded fun across the school.

The visuals and traditional language for this theme may present a picture of living in the wild wild west, roughing it or taking matters into our own hands - but its significance goes much deeper than this.

True Grit means to have courage and show the strength of one's character – A person with true grit has passion and perseverance. Goals are set and followed through. A person who works really hard to follow through on commitments has true grit.

True Grit allows you to keep going, pursue your passion – and the things we are passionate about at Corinda High also involve challenge and adversity. Our students typify this – particularly as they navigated their academic programs, extracurricular involvement and the ongoing unknown of snap lockdowns with COVID-19. Despite this they of course pushed on – they knew they needed to keep going, despite these challenges.

The cowboy icon is a unique place and time in history. Cowboys are heroic because they exercise human courage on a daily basis. They live with danger. They take chances. They sweat, they bleed, they burn in the summer and freeze in the winter. They find out how much a mere human can do, and then they do a little more. They reach beyond themselves. Throughout 2021 as we faced the challenges and unknown of COVID 19, we certainly resonated with all of this.

During 2021 our staff and students certainly exhibited true grit and are testament to the Cowboy ethics - riding for the brand, living each day with courage and taking pride in their work.

Some memorable musters for 2021 included the official opening of our state-of-the-art Research and Innovation Centre. This resource is unique to Corinda and we are so grateful to be able to provide our students with such a special learning and research environment. Every space has meaning and purpose, designed for social interaction, reading, research, creativity and innovation. Our year 12 students were the first to enjoy their very own cafeteria space.

Our Agricultural Farm attracted significant attention over the course of the year as we are being recognised by Tertiary organisations and interstate schools for our smart farming initiatives and innovation. The addition of our HIIVE building – totally off the grid, offers our students an opportunity to utilise technology in the agricultural context. Our students are engaged in rich STEM activities in an outdoor living laboratory. A unique experience for our students.

Corinda students have made us very proud this year, representing the school at a variety of high-profile events – such as Learning Environments Australasia Student Agency Forum, Lord Mayors Youth Advisory Council, Corinda Cares Community Volunteering, Women in Stem Forums, Sporting State Titles and of course the Corinda Vanguard Drumline continued its amazing performances across Brisbane.

Cowboying does not build character. It reveals it and during 2021 our students certainly did just this.

Another great year for Corinda High and I remain proud and honoured to be part of this amazing school community. Corinda is such a special place and our students have boundless potential.





There is no doubt that our school community braved the weather of 2021 – full of ambushes challenging our courage and resilience. We have learnt so much about ourselves and the world around us. We survived and still managed to *Exceed your expectations*.....

Thank you, Corinda, for a whip cracking great 2021 hoedown!

Helen Jamieson  
Executive Principal





## School Progress towards its goals in 2021

2021 was the second year of implementation of our Strategic Plan – Future You. The below table outlines our previous achievements with year 12 outcomes and NAPLAN. Unfortunately, due to the 2021 COVID-19 pandemic, students did not sit NAPLAN. For the same reason, some data was not collected in 2021.

Corinda State High School Improvement (Corporate Targets)							
Priority Area	Measures	Measurements		Achieved			
				2019	2020	2021	
SCHOOL CURRICULUM  Powerful Learning and Innovative Curriculum	Year 12 outcomes	OP 1-5 (ATAR 99.95 – 91.00)		22%	20%	31%	
		OP 1-15 (ATAR 99.95 – 62:00)		80%	87.5%	92.6%	
		VET qualifications		100%	100%	100%	
		QTAC offers		97%	N/A	97.4%	
		QCE/QCIA		100%	100%	100%	
		Next Step Data –% of students taking up university studies		See pg. 43	See pg. 43	See pg. 43	
		% of students in meaningful pathways		See pg. 43	See pg. 43	See pg. 43	
	Year 7 and 9 NAPLAN	Year 7	% students in upper 2 bands of each domain:				
			Reading		30.7%	N/A	32.7%
			Writing		17.9%		20.1%
			Spelling		36.7%	41.2%	
			Grammar & punctuation		33.2%	28.6%	
			Numeracy		38.5%	39%	
			Eligible students above NMS				
		Year 9	Reading		98.4%	N/A	97.5%
			Writing		94.4%		93.8%
			Spelling		97.9%	96.3%	
			Grammar & punctuation		94.1%	93.8%	
			Numeracy		98.1%	97.8%	
			% students in upper 2 bands of each domain:				
			Reading		20.7%	N/A	27.3%
		Writing		4.8%	15.6%		
		Spelling		21.4%	34.4%		
		Grammar & punctuation		20.4%	29.6%		
		Numeracy		23.8%	20.8%		
		Eligible students above NMS					
		Reading		92.7%	N/A	95.1%	
Writing		79.9%	82.3%				
Spelling		92.3%	95.7%				
Grammar & punctuation		91.7%	91.5%				
Numeracy		99.3%	99.1%				
SCHOOL & COMMUNITY  Sense of Community	Attendance	Average	Increase in average attendance rates	93.1%	92.3%	92.1%	
		Aboriginal and Torres Strait Islander Students	Increase in average attendance rates	90.3%	89.8%	89.2%	
	Satisfaction	Parents	% of parents satisfied they are getting a good education at CSHS		94.4%	N/A	N/A





<b>TEACHING PRACTICE</b> Exceptional Staff	Students	% of students satisfied they are getting a good education at CSHS	93.9%	N/A	N/A
	Leadership	% of students exiting with Level 2 AVL*	100%	N/A	100%
	Staff	% of school staff satisfied with access to professional development			67.5%
		% staff satisfied with morale in school	66.7%		54.3%
		This is a good school	95.5%	N/A	93.1%
		I would recommend school to others	84.5%	N/A	N/A

## Future Outlook

Our focus on innovation and technology is at the centre of our work across all curriculum areas. We believe that today's innovation will become tomorrow's norm. Parallel to this is the development of Student Agency – a major priority in our Strategic Plan. We firmly believe in empowering our students to take charge of their learning and that they should be equipped to solve future problems in the world through the development of transformative competencies. This is a significant improvement priority for our school as we aspire to embed the development of these skills in our curriculum.

The school Agricultural Farm is at the centre of the school's innovation as we develop smart farming techniques that are being connected to a broad range of curriculum areas.

The delivery of our curriculum is focussed on the knowledge, skills, attitudes and values today's students will need to shape and thrive in their world beyond school. We acknowledge the need to build on solid foundations where Numeracy and Literacy remain crucial as an essential skill, while equipping students with transferrable skills they need to become active, responsible and engaged citizens. Through our work with our Teaching and Learning team, we intend to strengthen our instructional practice to ensure we are future focussed.

Our plan is for our students to be future ready – enabling Future You.



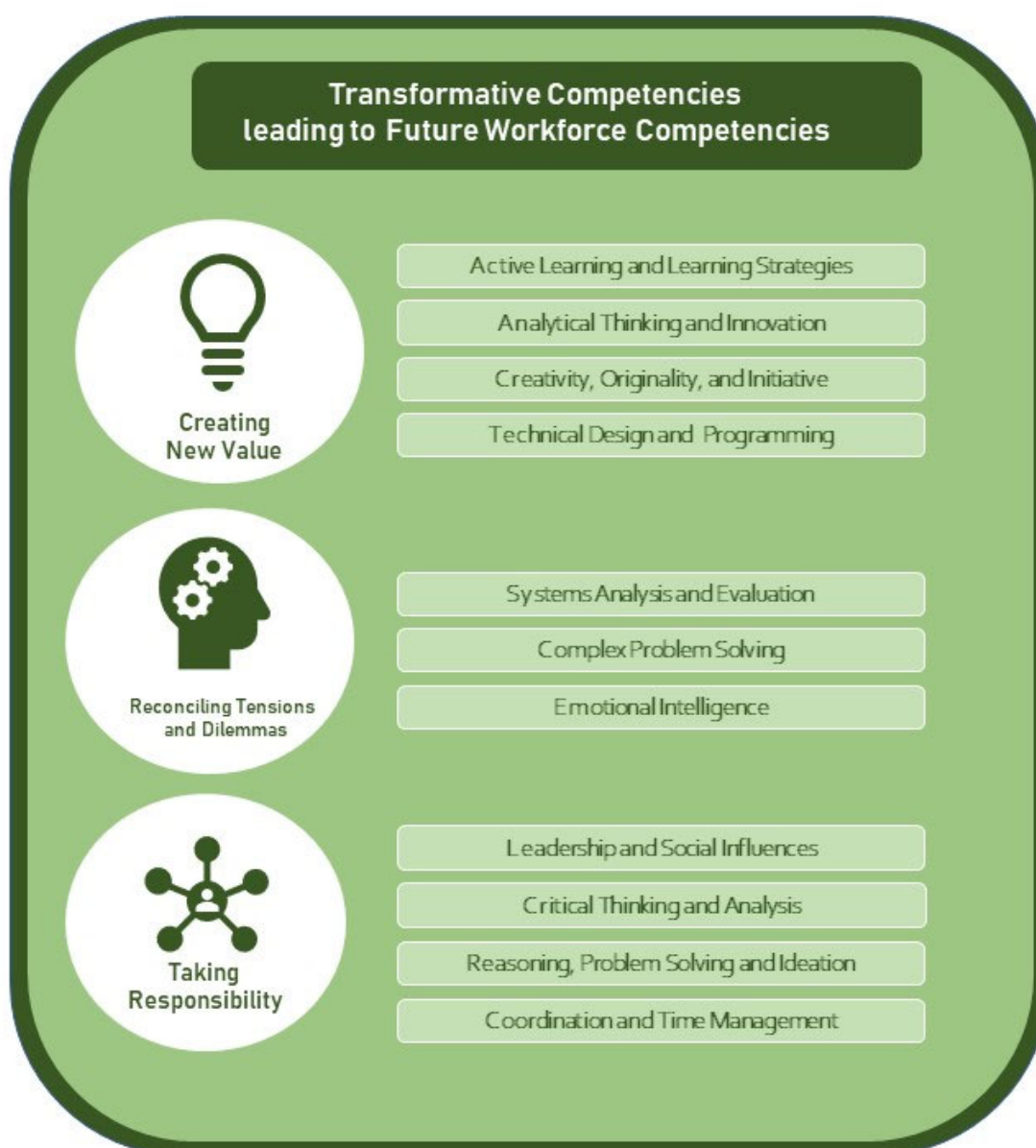


## Explicit Improvement Agenda

The new building program allows us to explore innovative learning spaces and implement our learning from worldwide evidence based research. This, linked closely to our Pedagogical Improvement focus will enable us to focus on developing 21st century skills. The School Council is working closely with the staff to ensure the new facilities are appropriate for the modern learner. We are excited by this opportunity to develop exciting learning spaces.

Our improvement agenda for 2022 is focused on:

1. Feedback for Stretch
2. Transformative Competencies
3. Culture First







# Our School at a Glance

## School Profile

Coeducational or single sex:	Co-educational
Independent Public School:	Yes
Year levels offered in 2021:	Year 7 - Year 12

Year Level	February			August		
	2019	2020	2021	2019	2020	2021
Year 7	384	425	338	377	417	340
Year 8	343	370	409	337	368	406
Year 9	321	331	362	333	325	347
Year 10	353	335	306	367	330	303
Year 11	317	357	314	314	341	303
Year 12	198	303	328	188	294	325
Total	1,916	2,121	2,057	1,916	2,075	2,024

### Notes

1. Student counts include headcount of all full and part-time students at the school.

Webpages:	<p>Additional information about Queensland state schools is located on the:</p> <ul style="list-style-type: none"> <li>• My School Website</li> <li>• Queensland Government Data Website</li> <li>• Queensland Government Schools Directory Website</li> </ul>
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<p>...need for students to learn to navigate themselves through unfamiliar contexts.</p>	<p>...a holistic and personalised learning agenda that motivates and supports students.</p>	<p>... learning framework where everyone is considered a learner.</p>	<p>...a culture where individual and societal wellbeing is lived.</p>	<p>...adaptable learning environments enabling students to pursue their passions.</p>
<p>...living the principles of global mindfulness.</p>	<p>"I control the future even though it is unknown."</p>	<p>...embrace our partnerships in learning.</p>		



## Competitive Advantage

The key points of difference that distinguish Corinda State High School from its competitors are, and will continue to be:

- Our academic success – 2021 saw a consistent ATAR data set supporting the school's unrelenting focus on academic success
- Despite the challenges of the 2020/2021 pandemic, the school worked hard to support continuity of learning
- An academic coach assists every student to achieve personal excellence
- Whole school approach to Positive Education – a key factor in improving student outcomes
- Exemplary teachers – we embrace a culture of learning and develop our staff with research-based practice
- Strong leadership that is shared
- Many and varied pathways – 100% QCE for the past 12 years
- First and only school to achieve Carbon Neutral status in QLD and the only currently accredited education institution in Australia
- A strong focus on Actively Global learners and leaders
- Broad range of specialised programs leading to identified skills shortages
- Extensive Gifted and Talented Programs – including individual tailored programs: Academic, Sporting, Arts and Engineering
- An unrelenting focus on Literacy and Numeracy with every student
- Sustained reading gains and whole school approach to improvement in writing
- School of choice for STEM Innovation and Smart Farm Innovation
- Outstanding Arts Programs
- Innovative and progressive Agricultural Programs, Smart Farming
- High standards and expectations
- Five successful language programs with strong retention rates in senior studies and strong performance in ATAR contribution.





## Characteristics of the Student Body

### Overview

Enrolments at Corinda State High School have been consistent over the past five years with a total of 2,057 students attending in 2021. Students travel from a variety of suburbs in the Western corridor to attend the school. Local enrolments have increased and the school's capacity limits enrolments sourced from outside of catchment. The school has an enrolment management plan for 2100 students.

Corinda has ten highly reputable Programs of Excellence, which draws enrolments from surrounding suburbs and beyond. The cultural makeup of the school is very diverse consisting of approximately 65 different cultures. Students come from a range of socioeconomic backgrounds and over the past few years the ICSEA rating has increased. The current ICSEA rating is 1025.

Students studying at Corinda come from a wide and varied background with the student body consisting of students born in 64 different countries with a total of 78 different languages spoken at home.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

Phase	2019	2020	2021
Year 7 – Year 10	25	25	25
Year 11 – Year 12	18	19	20

#### Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.







## Environmental Context

The school relies on research into job trends and labour force demands to steer the curriculum direction for the student body. The student body consists of a balanced mix of academic and vocational students. Partnerships with Registered Training Organisations enable the school to ensure vocational programs are highly reputable and focused on industry needs.

The local area is surrounded by industrial pockets in heavy industry, warehousing and transport. The school is located close to the Ipswich train line allowing students to access transport to a broad range of TAFE and university links.

There has been a change in the local dynamic with the increase of unit dwellings in the surrounding areas. This has seen an increase in a range of cultural groups moving into the area. There are also new housing development areas in the surrounding suburbs where students are known to travel from to come to Corinda.

The local area is strongly supported by a private school culture with access to a large range of private schools in the area. There is a need to market the school in the local area to ensure parents are aware of the outstanding educational experiences we offer. Our school works closely with four highly reputable neighbouring feeder Primary schools to provide experiential learning programs for students, assisting with the transition to secondary school.





## Curriculum Delivery

Our School has a very broad ranging curriculum where students are able to choose between a highly academic program of study or a highly effective Vocational Education and Training (VET) pathway. We believe it is important to ensure that our curriculum provides for the broad range of learners in our school community and their desired pathways.

### Our Approach to Curriculum Delivery

#### Junior Secondary Curriculum

The philosophy of Junior Secondary years of schooling is to provide education that is responsive to the developmental needs of students in the early years of adolescence. Children in this age range are experiencing an unmatched period of cognitive, physical, social and emotional change and growth. Students are beginning to think more broadly about issues beyond the home and family; they want to engage in authentic, meaningful learning in a modern global context.

Our distinctive programs in Junior Secondary have been carefully planned to ensure the six principles of Junior Secondary are being addressed and that provision is made for all learning needs in the early years of high school. Extensive research and refinement of our programs have ensured that students in Programs of Excellence are challenged and engaged in rich learning, which maximises their potential to achieve the best educational outcomes.

The Programs of Excellence on offer include:

- Excellence classes in Mathematics and Science, English and Humanities, Platinum Excellence, Engineering and Design Technologies, Visual Arts, Music, and Culinary;
- Sports Excellence in Football, Tennis and Dance.

Additional opportunities have been provided for all identified students through external agencies and universities.

Diagnostic testing has become an essential part of our planning and preparation and all students undertake this testing through years 7-10. This allows staff to identify students in need of intervention and additional support. Specialised intervention has been implemented to improve student literacy and numeracy as a result of the testing.

The reading program in Junior Secondary has been embedded in all classes across the school and we have seen significant sustained gains in our Reading data in National Testing. The whole school approach to this very important skill has allowed our students to develop their reading skills through focused reading for learning as well as reading for enjoyment.

Our whole school approach to writing is seeing significant improvements and remains a major priority in all subjects. The writes toolbox is embedded across all subjects.





## Senior Curriculum

Our Senior Curriculum continues to develop with an ever expanding range of Vocational offerings being introduced into the senior school. Our focus has been on the introduction of Certificate III and IV level courses and above. In 2021, we were very focused on ensuring our students still had every opportunity to successfully complete their VET qualifications despite the interruptions caused by COVID-19. We were able to pivot our delivery and training programs in response to the pandemic and ensure our Vocational students were still undertaking training in line with the practices of the industries they were training to enter. We are very proud of the scope of registration we have as a school-based VET provider, as well as the partnerships we have built in order to provide students with such a broad range of learning opportunities and pathways.

Below is a list of our scope of registration as a school provider:

- Certificate I in Information, Design, Media and Technology
- Certificate II in Active Volunteering
- Certificate II in Tourism
- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Information, Design, Media and Technology

Our Academic Course offerings are also very broad, allowing students to study Queensland Curriculum and Assessment Authority (QCAA) subjects. Individual subject performance across all domains has dramatically improved over the past two years, and we are very proud to be able to offer subjects in the following domains:

- Science – Biology, Chemistry, Physics, Science in Practice
- Humanities – Legal Studies, Geography, Modern History, Ancient History, Economics, Philosophy and Reasoning, Social and Community Studies.
- English – General English, Essential English, Literature, English as an Additional Language
- Languages – Japanese, French, German, Chinese, Spanish
- Arts – Visual Art, Visual Art in Practice, Media Arts in Practice, Drama, Dance, Music, Music in Practice, Music Extension
- Mathematics – Essential Maths, General Maths, Mathematical Methods, Specialist Maths
- Health and Physical Education – Health, Physical Education, Sport and Recreation
- Business – Accounting, Business Studies, Digital Solutions
- SIFT – Agricultural Practices, Food & Nutrition, Hospitality Practices, Design
- INTAD – Building and Construction skills, Engineering, Engineering Skills, Furnishing Skills, Industrial Graphics Skills

In 2021, an extensive ATAR Preparation program was provided to all ATAR eligible students with preparation for the External Assessment including comprehensive study skills as well as targeted deconstruction of the cognitive verbs. Student performance in the External Assessment in 2021 proved very successful and combined with their Internal Assessment results saw students achieve excellence results and quality outcomes in the inaugural year of the new QCE and ATAR system.

## Year 10 Honours Program

The Year 10 Honours Program, for highly capable students transitioning from Programs of Excellence in Junior Secondary, allowed students to extend beyond the curriculum and better prepare for their senior academic studies. Identified students were invited to enrol in the program and this allowed for extensive enrichment and extension, preparing them for a rigorous senior academic program.



## Science & Mathematics – School of Choice

Corinda State High School is recognised as leading the way with its Science and Mathematics programs. Academic success in these two areas continues to grow. We are one of the few schools to offer Agricultural Programs and Laboratory Technology as Science subjects. Our curriculum also has a very strong focus on Environmental Science across the junior and senior school. The Maths Science Challenge Excellence class in the Junior Secondary has a strong following and these students transition into the Honours Maths and Science program in Year 10, preparing them for the highly academic Science strands in the senior school. Student outcomes from these programs have remained strong and we continue to enjoy great success in Metropolitan science competitions and research programs.

The strength of our science programs has also become evident as approximately 40% of our eligible students go on to study in the science disciplines at tertiary institutions.





## Extracurricular (Co-Curricular) Activities

Corinda State High School recognises the importance of educating the 'whole child' and provides an extensive range of extra-curricular activities. Our school has a strong sense of community and we actively encourage students to involve themselves in school life and take advantage of the many and varied opportunities, including:

- Instrumental Music program, which includes music ensembles such as Chamber and Amadeus Strings, Big Band, Jazz Band, Symphonic Band, Woodwind Ensemble, Drumline, Saxophone Quartet and male and female vocal groups. Students can also participate in camps, concerts, cultural tours and community-based competitions and performances
- Participation in Creative Generations – State Schools on Stage for Featured and Massed Dance, Vocals, Music Ensemble and Visual Arts
- Dance Ensembles featuring Junior and Senior Dance Troupe, Tap Troupe, Crew and Boy's Troupe.
- State Mooting Competition (Legal Studies students)
- Inter-school debating competitions
- Lions Youth of the Year Competition
- Australian Space Design Competition – Junior & Senior
- Opportunities to compete at district, state and national levels in selected sports
- Excellence programs in Sports, Performing Arts and Academia
- The Green Team (environmental club)
- Study Tours to overseas destinations (on hold in 2021)
- Buddy programs for International students
- School Cultural events
- House Competitions and House Activities
- Human Powered Vehicles (HPV) competitions
- Student Leadership Opportunities
- Active Volunteering (Year 10 Program)
- Farm Show Teams
- Lunchtime farm teams – chickens, cattle, sheep, alpacas and horticulture
- Excursions to places of educational significance and cultural enrichment
- Student Council
- Corinda Cares – opportunities for community engagement and service





## How Information and Communication Technologies Are Used to Assist Learning

Corinda State High School aims to strengthen its already future focused vision for the use and integration of technology to support the teaching and learning taking place in the classroom every lesson. Our school's goal is to embed the use of rich interactive technologies that transform thinking in the classroom. Our focus is to use technology to develop digital wisdom, through collaborative creation, risk-taking and the construction of deep understanding.

We are constantly looking to deliver the best technology for students to use across the curriculum. Our school offers an array of digital platforms and tools to support a broad range of teaching and learning areas.



At Corinda State High School, we believe that technology can play a significant role in transforming the teaching and learning space to enable deeper learning and collaboration to occur. eLearning is the backbone of any successful school operating in the 21st Century and we strive to move beyond simply viewing technology as a substitution to redefining the way in which learning takes place. With this pedagogical approach, the teacher's role moves from transferring information to facilitating the construction of deep and meaningful understandings through the use of collaborative creation.







## Social Climate

### Overview

Corinda State High School presents a holistic education that caters for every area of a young person's life – social, emotional and physical. One of the strategic thrusts in the school's Strategic Plan is *Community and Identity*, to develop and retain authentic reciprocal relationships in our community and beyond, which strengthens our ability to engage students locally, nationally and globally.

### Pastoral Care – Six Houses, One Family

#### *The Vertical House System at Corinda State High School*

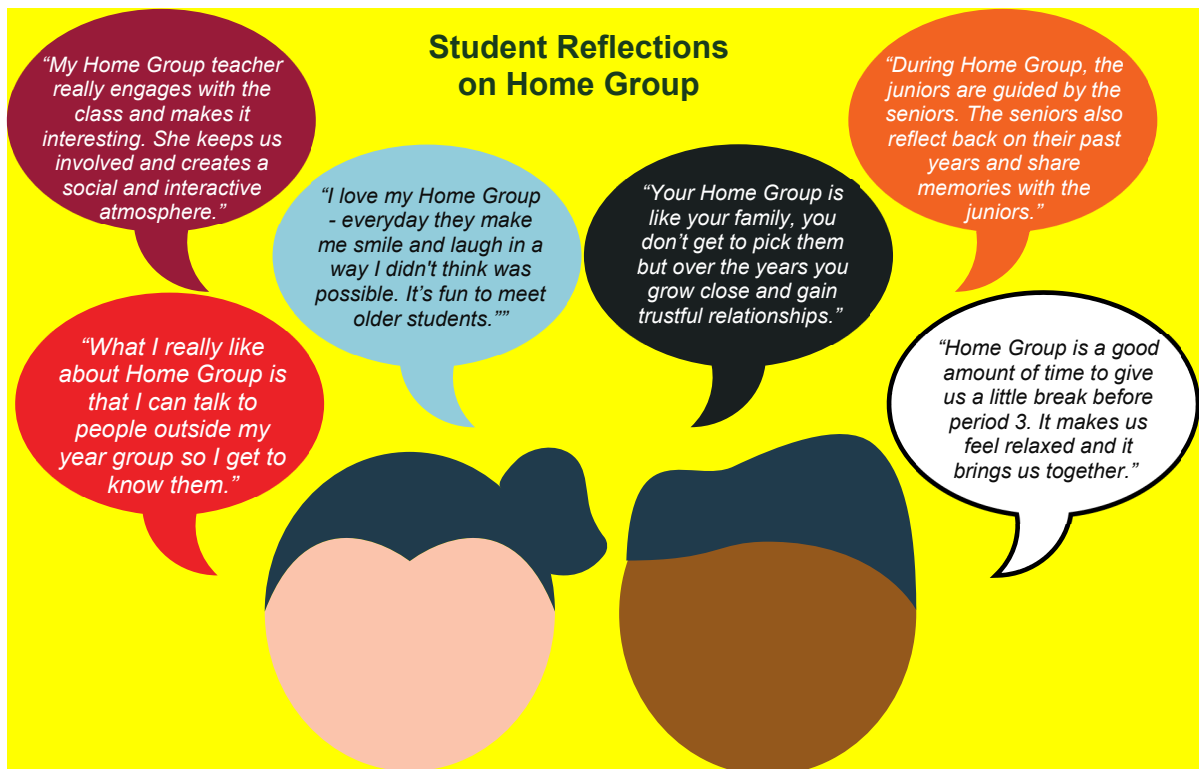
At Corinda, the school is divided into six houses – Bunar, Dibbil, Kabul, Moori, Pirri and Yarraman, who are each led by a House Master. We have vertical Home Groups, where there is a mix of students from years 7 – 12, who are all from the same House. This system not only helps promote House Spirit, and leadership, but provides support and social development for students as they remain in their Home Group throughout their schooling journey. Vertical Home Groups provide new opportunities for students to gain self-knowledge and friendships as they interact with older and younger peers. It is about finding their identity within Corinda's student body. Each House has its own core values, which are part of the students' language, shaping our conversations and student development.



### House Masters Report

Housemasters continue to re-affirm and promote Corinda's commitment to Positive Education and the PERMAH pillars of **P**ositive Emotion, **E**ngagement, **P**ositive **R**elationships, **M**eaning, **A**ccomplishment and **H**ealth through numerous means. As well as advertising events and activities, the regular House Weekly publications also promote wellbeing and broaden staff and student awareness of the 24-character strengths. Home Groups continue to operate within a vertical system to develop relationships between younger and older students, and a Restorative Practices Circle activity was implemented with the classes during the year. This provided further opportunities for students to get to know other members of their class and assisted students to have their voice heard and to display confidence while communicating in a safe environment.

Throughout the challenges of the past year, the House system at Corinda has continued to grow and nurture students to *exceed their expectations* in all aspects of their school life. We look forward to continuing to work with students, their parents and teachers to develop future ready young adults who display integrity, compassion and drive as they make their mark in our society.



## Parent, Student and Staff Satisfaction

The school makes a conscientious effort to seek out as many respondents to the School Opinion Survey as possible. The data provides feedback from our school community and is confirmation that what we are doing as a school is reflective of the school community's expectations around our school climate. Our satisfaction ratings are very high and, in most cases, above like schools and above the State's satisfaction ratings.

The tables below show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 health emergency, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state level information go to the [School Opinion Survey](#) webpage



## Parent Opinion Survey

Percentage of parents/caregivers who agree# that:	2019	2020	2021
their child is getting a good education at school (S2016)	94%	NA	NA
this is a good school (S2035)	92%	NA	89.1%
their child likes being at this school* (S2001)	88%	NA	87.5%
their child feels safe at this school* (S2002)	87%	NA	90.3%
their child's learning needs are being met at this school* (S2003)	89%	NA	85.8%
their child is making good progress at this school* (S2004)	92%	NA	87.7%
teachers at this school expect their child to do his or her best* (S2005)	93%	NA	96.0%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	NA	89.4%
teachers at this school motivate their child to learn* (S2007)	85%	NA	86.6%
teachers at this school treat students fairly* (S2008)	84%	NA	82.6%
they can talk to their child's teachers about their concerns* (S2009)	91%	NA	91.0%
this school works with them to support their child's learning* (S2010)	81%	NA	87.3%
this school takes parents' opinions seriously* (S2011)	79%	NA	72.8%
student behaviour is well managed at this school* (S2012)	83%	NA	85.4%
this school looks for ways to improve* (S2013)	89%	NA	86.2%
this school is well maintained* (S2014)	88%	NA	94.2%
<p>* Nationally agreed student and parent/caregiver items                      # 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.                      DW = Data withheld to ensure confidentiality.</p>			







## Student Opinion Survey

Percentage of students who agree# that:	2019	2020	2021
they are getting a good education at school (S2048)	94%	NA	NA
they like being at their school* (S2036)	89%	NA	54.1%
they feel safe at their school* (S2037)	92%	NA	61.8%
their teachers motivate them to learn* (S2038)	86%	NA	75.8%
their teachers expect them to do their best* (S2039)	98%	NA	92.2%
their teachers provide them with useful feedback about their school work* (S2040)	89%	NA	79.1%
teachers treat students fairly at their school* (S2041)	84%	NA	59.1%
they can talk to their teachers about their concerns* (S2042)	77%	NA	50.0%
their school takes students' opinions seriously* (S2043)	69%	NA	40.2%
student behaviour is well managed at their school* (S2044)	80%	NA	50.6%
their school looks for ways to improve* (S2045)	87%	NA	65.0%
their school is well maintained* (S2046)	87%	NA	65.2%
their school gives them opportunities to do interesting things* (S2047)	91%	NA	72.0%
* Nationally agreed student and parent/caregiver items # 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. DW = Data withheld to ensure confidentiality.			

## Staff Opinion Survey

Percentage of school staff who agree# that:	2019	2020	2021
they enjoy working at their school (S2069)	94%	NA	87.9%
they feel that their school is a safe place in which to work (S2070)	94%	NA	88.8%
they receive useful feedback about their work at their school (S2071)	82%	NA	71.9%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	NA	78.2%
students are encouraged to do their best at their school (S2072)	99%	NA	95.6%
students are treated fairly at their school (S2073)	94%	NA	91.1%
student behaviour is well managed at their school (S2074)	86%	NA	73.5%
staff are well supported at their school (S2075)	69%	NA	60.0%
their school takes staff opinions seriously (S2076)	63%	NA	54.5%
their school looks for ways to improve (S2077)	92%	NA	90.4%
their school is well maintained (S2078)	86%	NA	79.1%
their school gives them opportunities to do interesting things (S2079)	81%	NA	75.9%
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. DW = Data withheld to ensure confidentiality.			



## Parent and Community Engagement

At Corinda State High School, we recognise that parents are the primary educators of their children. There are many opportunities for our parents to participate in their child's education.

Generally, our school calendar invites parents to:

- Orientation evenings and discussions
- Information evenings
- Parent / Teacher / Student Conferences
- Collaborative development of Learning Pathways Plans and Student Education and Training Plans (SETPs) with students
- Forums for school consultation and reviews
- Provide feedback on issues through the school newsletter
- School tours to observe the school in action
- Special performances such as Dance Nights, Music Performances, Drama Productions and Student Exhibitions
- Sporting Events
- Special ceremonies / celebrations.

We strengthen parent and community engagement through school communication and have established a Parent Community Connect Facebook page to establish a forum for parents to share thoughts and ideas. The school consistently shared resources and handouts with families, as well as sending frequent updates via email to parents and the community.

We realise that effective parent / school communication is in the best interests of parents, students and staff. The school has embraced the utilisation of social media to communicate and celebrate the school's achievements and events and the school community is openly encouraged to contribute to this. An integrated approach to social media platforms ensures there is a direct link to the school website to encourage access to detailed information about our school.

Regular communication is provided through:

- Reports and updates at monthly P & C meetings
- Individual teacher communication of semester overviews to all parents and introductory letters
- Production of fortnightly newsletters – emailed and available on the school website
- Continual updates on the school's Facebook page
- Student planner communication
- Production of the Rising Phoenix publication each term
- Production of the school yearbook "Koondoo"
- Making all relevant information such as curriculum handbooks and policies available on our website
- Media releases and promotion of student achievement





- Utilising the services of interpreters to strengthen communication
- Parent / Teacher / Student Conferences
- Q Parents Mobile App
- DAYMAP
- Learning Pathway meetings between teachers, parents and students.

Parents are also encouraged to become involved with the groups operating within the school. These include:

- P & C Association
- Uniform Advisory Committee
- School Council

## Student Engagement

The below table offers a brief overview of 2021 Student Engagement at a glance:

Corinda State High School					
Engagement					
3.4%	92.1%	16.9%	14.8	2.8	0.2
Enrolment	Attendance	Attendance <85%	Short suspensions	Exclusions	Cancellations
Achievement and improvement					
54.1%	51.8%	52.7%	94.3%	89.8%	90.5%
English % A or B	Maths % A or B	Science % A or B	English % C or higher	Maths % C or higher	Science % C or higher
	4 of 4 test areas U2B reading & numeracy	4 of 4 test areas NMS reading & numeracy	4 out of possible score of 4 U2B reading & numeracy (SQSS)	2.5 out of possible score of 4 MSS reading & numeracy (SQSS)	
Year 12 attainment and Next Step					
99.7%	100.0%	99.0%	41.2%	91.7%	
% QCIA or QCE	% QCE, VET, IBD or QCIA	% Cert II or higher	% Cert III or higher	In education/training/employment	
Context					
Region	Students enrolled	Enrolment management plan	ICSEA	ICSEA national decile	ICSEA - State schools decile
Metropolitan	2024	Yes	1020	6	8
					Students with disability
					19.3%
					Indigenous
					2.5%

## Respectful Relationships Programs

The school's journey of implementing a whole school approach to Positive Education has the underlining premise of Positive Emotion, Positive Relationships, Positive Meaning, Positive Achievement and Positive Health (PERMAH). PERMAH influences program design to support appropriate, respectful and healthy relationships. Our House Master structure plays a key role in promoting respectful relationships through the organisation of guest speakers, the collaborative organisation of events such as Bullying No Way day and R U Ok? Day and by creating relevant curriculum material for explicit teaching opportunities.

During the online learning phase, strategies and tips were presented to students and parents in the community on how to maintain expectations and connection within the home learning environment.





House Masters made daily connection with students struggling with accessing curriculum and offered alternative ways to engage in learning and communicating.

Throughout 2021, the school continued to communicate its high expectations for student behaviour. Our staff engaged in school wide positive behaviour strategies with all students reinforcing our school values of Integrity, Compassion, Curiosity and Drive. To support our strengths-based approach to student development, Deans of Students case manage the production of student Strength Development Plans, focusing on the progression of character strengths to support increased engagement with learning and connection with the school.

Through the school's referral systems, targeted intervention and support programs are offered to identify students. These interventions support the development of student strengths and their capacity to engage in respectful relationships. A range of support staff offer these programs over the course of the year.

Our School Representation Policy plays a key role in communicating and reinforcing our standards and expectations for student behaviour, performance in class, personal presentation and attendance. Students who do not meet these requirements forfeit their right to participate in extracurricular activities or to represent the school. This policy encourages students to meet minimum requirements for behaviour expectations and reinforces respect for our school's values.

As a school, we place importance on providing a physical setting that is safe, well organised and caring. Values of respect, tolerance and inclusion are promoted throughout the school. The school has adopted a zero-tolerance approach for physical violence and prohibited unlawful substances.





## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

Type	2019	2020	2021
Short Suspensions – 1 to 10 days	210	124	58
Long Suspensions – 11 to 20 days	15	10	17
Exclusions	23	23	9
Cancellations of Enrolment	3	1	3
<b>Total</b>	<b>251</b>	<b>158</b>	<b>87</b>

### Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to other years.

The anonymous Stymie reporting program influenced our actioned behaviour incidents. This assisted us in ensuring our high standards and expectations were enacted and maintained.

During 2021 we experienced a decrease across all but one school disciplinary absences (SDA) as a result of students being able to anonymously report breaches. In 2020 and again in 2021 our SDA data decreased significantly due to the positive education philosophy we enact, that has seen many opportunities for restorative justice and positive methods used to redirect behaviour. The result of this philosophy is that our short- and long-term SDA continue to be well below the state average for the same periods.

Cancellations continue to remain low and are well below state average. This is a testament to the supportive work of the Senior Schooling team in monitoring and coaching to make sure that senior students exit with a clear successful pathway when they leave Corinda State High School.



## School Funding

### School Income Broken Down By Funding Source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website.

#### **How to access our income details**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile
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4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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#### **Note:**

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information







## Our Staff Profile

Corinda State High School has exemplary staff who are committed to making a difference with students. Staff immerse themselves in the Corinda community and go above and beyond to support students in extracurricular and co-curricular activities.

## Workforce Composition

Staff Composition, including Indigenous Staff

Description	Teaching Staff			Non-Teaching Staff			Indigenous Staff		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Headcounts	144	158	159	51	56	55	<5	<5	<5
Full-time Equivalents	139	152	152	40	43	42	<5	<5	<5
*Teaching staff includes School Leaders.									
** Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.									





## Teacher Standards and Qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either:

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link: <https://www.qct.edu.au/registration/qualifications>

Teacher* Qualifications	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	23
Graduate Diploma etc.**	44
Bachelor degree	79
Diploma	3
*Teaching staff includes School Leaders	
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.	

Our school is committed to the pursuit of education expertise in order to confront the challenge of educating young people in a constantly changing world.

Our staff demonstrate:

- A strong commitment to our School's Vision – *Exceed Your Expectations*
- A strong commitment to leadership and management as well as the development of high performing teams
- A strong focus on explicit pedagogical practice through our whole school pedagogical approach and a consistent approach to our school's Instructional Model.
- A strong commitment to the provision of extra-curricular activities and opportunities above and beyond their curriculum programs
- A commitment to Positive Education



- A strong commitment to engaging in regular Professional Learning Communities (PLC) structure
- A willingness to model themselves as lifelong learners.

## Professional Development

### Teacher Participation in Professional Development

In order to continue developing our staff as lifelong learners, it is our priority to ensure that professional development is provided to our teachers that will facilitate the delivery of innovative programs and powerful learning.

In 2021, limited funds were expended on Professional Development due to the COVID-19 pandemic. Instead, training was provided within the school to ensure staff had the capacity to deliver online learning to our students and were prepared to switch to an online learning platform with a moment's notice. Opportunities to engage in online webinar's and conferences were encouraged and embraced.



## Performance of our students

### Key Student Outcomes

#### Student Attendance

In 2021, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2021 and other years' attendance data should not be made.

The table below shows the attendance rates at Corinda State High School as percentages:

Description	2019	2020	2021
The overall attendance rate* for the students at this school	93%	92%	92%
1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage. 2. Full-time students only.			





Student Attendance rates for each year level at this school:

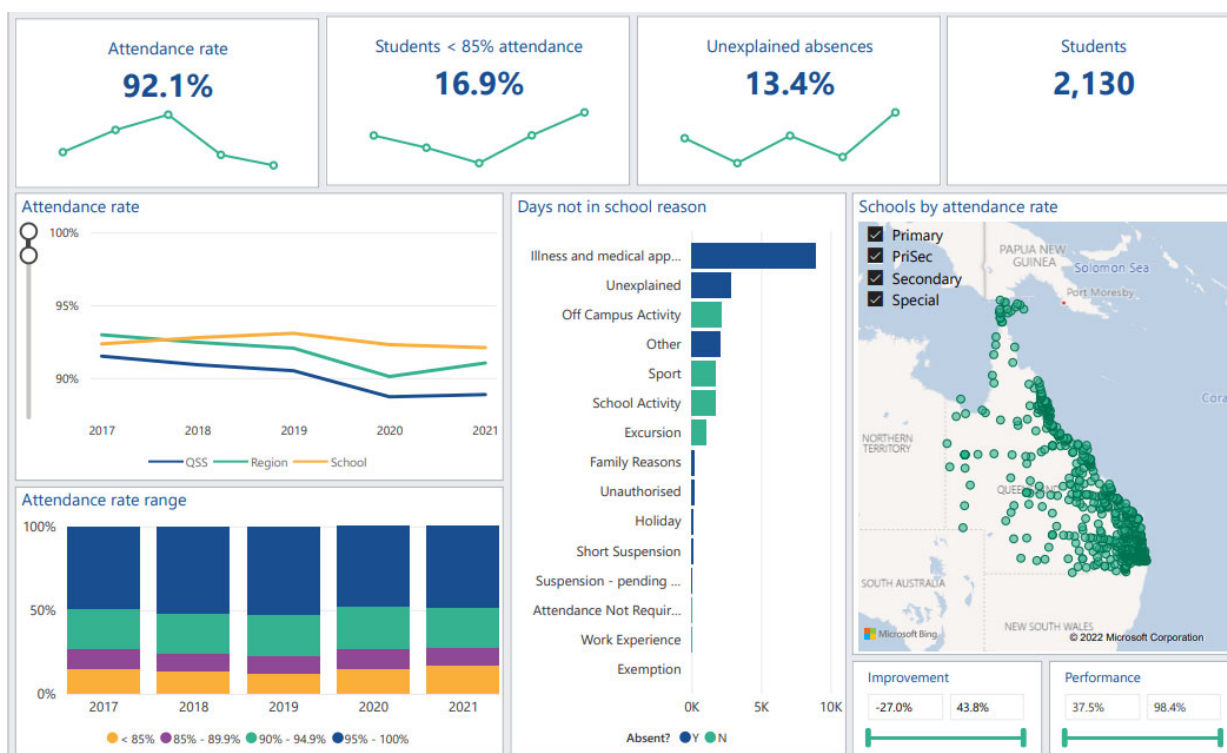
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Ungraded
2019	94%	93%	93%	93%	93%	93%	
2020	93%	92%	91%	92%	93%	93%	100%
2021	94%	92%	90%	92%	92%	93%	

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

## Student Attendance Distribution

2021 Student Attendance at a glance



## Description of How Non-Attendance Is Managed by the School

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures:

[Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Corinda State High School has a very thorough set of attendance and performance procedures to maximise student achievement. This is reinforced through the School Representation Policy.



In 2021, during the COVID-19 pandemic, staff monitored the engagement of our students whilst learning at home in new and innovative ways. In order to monitor at risk students, our Student Engagement Officer and Youth Support Coordinator increased home visits and check ins to ensure students were engaging with Learning at Home.

Attendance data is regularly monitored by the Student Engagement Officer.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile
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4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.

Corinda State High School prides itself on how well our students do on the NAPLAN test in each strand when comparing the mean results for our school against Queensland and Australia. Our comparison to State for Year 9 mean is excellent with us being above in most strands. Compared to the National we are either above or similar to the Nation in most strands. In Year 7 where we have only had the students for a little over term we still make great gains particularly in some areas and are above in all strands to both State and Nation.

Corinda State High School was listed as one of Queensland's high achiever schools in the Courier Mail in 2021. Our school was named by the Australian Curriculum, Assessment and Reporting Authority in their

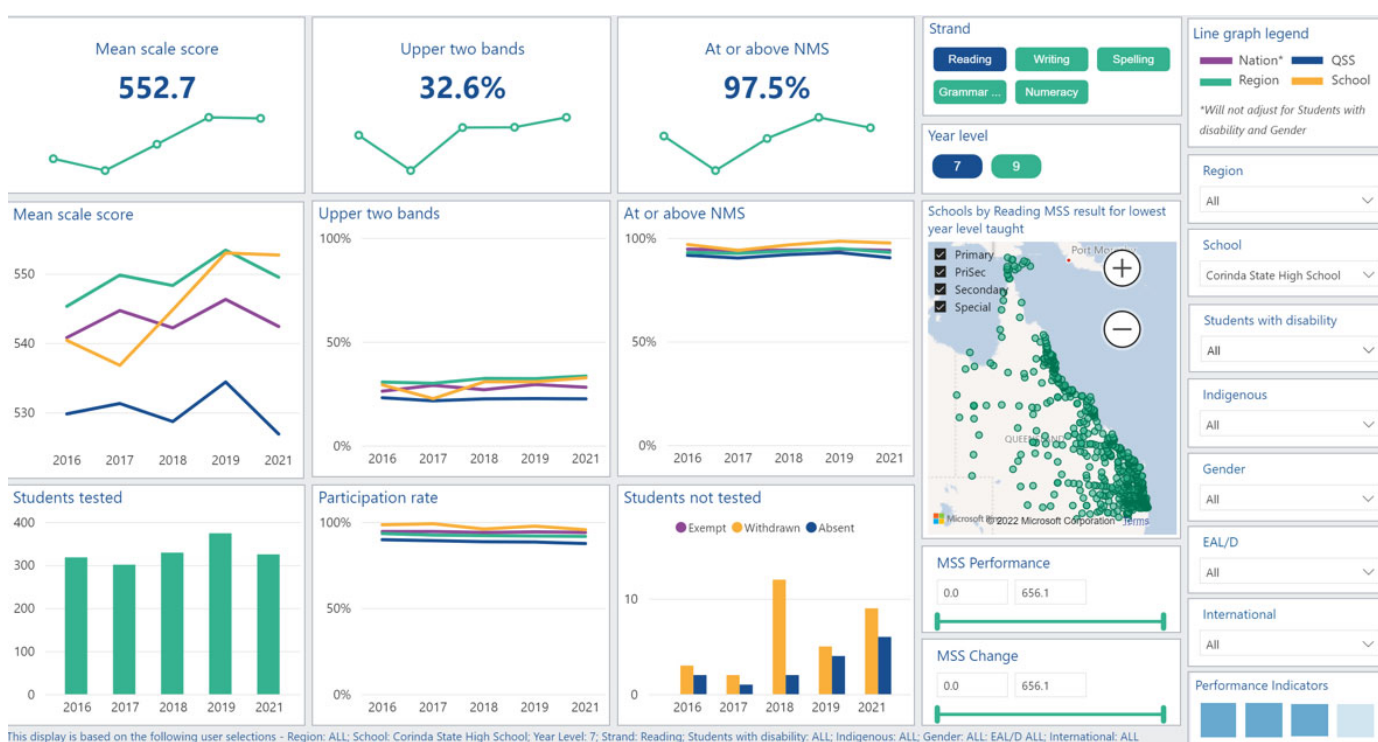


MySchool update as recording exceptional NAPLAN results. Executive Principal Helen Jamieson said the acknowledgement was a great endorsement of Corinda's teaching methods.

*"It is so rewarding to see the hard work of our staff around Reading, Writing and Numeracy being acknowledged. Our school is very focused on these important foundations and we continue to make this a priority for our work," she said.*

Our School's results were reported in the Courier Mail. To read the full article, visit <https://corindashs.eq.edu.au/Documents/naplan-results-qld-high-achiever-schools-revealed.pdf#search=NAPLAN>

The below table offers a summary of Corinda State High's 2021 Naplan results at a glance:







## Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

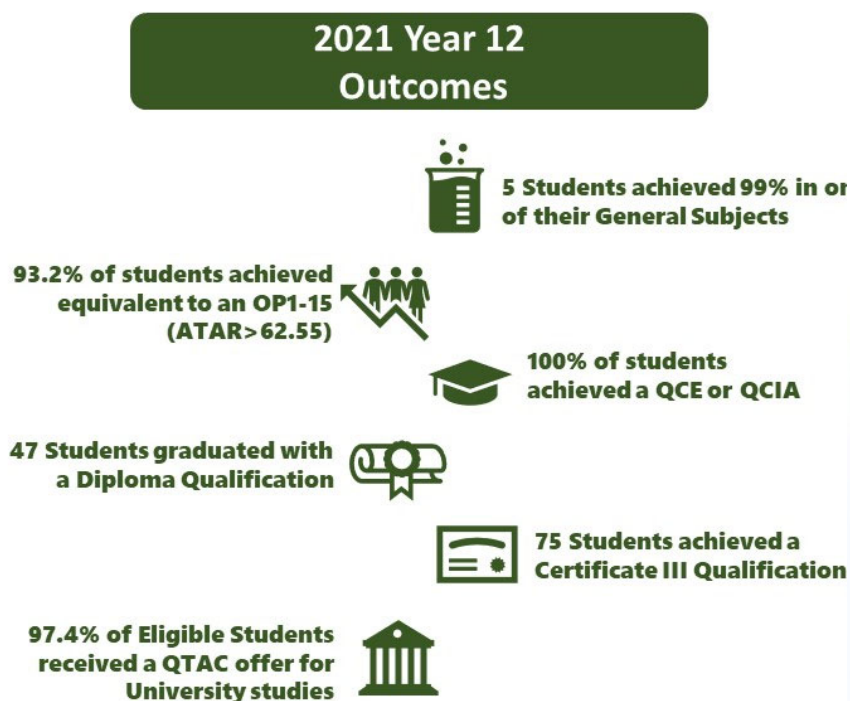
Year 12 outcomes information are also available via the [My School website](#).

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

During 2021 a total of 32.52% of our ATAR eligible cohort received an ATAR greater than 90. In total 93.2% achieved an ATAR greater than 62 (OP 1 – 15 in the old system) with only 1 student not achieving a Queensland Certificate of Education (QCE) / Queensland Certificate of Individual Achievement (QCIA) and 100% of students exiting with a nationally recognised VET qualification.

Intensive tracking with all VET subjects ensured students successfully completed their qualifications and were in appropriate pathway choices. In 2021 100% of QCE students graduated with a Certificate II in Active Volunteering. There were over 23% students who graduated with a Certificate III qualification and over 14% of students who graduated with a Diploma qualification.

The school implemented a mock exam preparation program to prepare students for this rigorous testing of the external exams. Our Academic Coaching program continued in its ninth year of implementation across Years 11 and 12 where every senior student has been assigned an Academic Coach for their senior years of schooling. This has proved very successful; feedback from students has been very positive and they really value the process. A specialised program for high achieving students also continued to encourage our high achievers to aim high and stay focused.





Description	2019	2020	2021
Number of students who received a Senior Statement at the end of Year 12	169	291	321
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	0	6	4
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	100%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	99%	100%
Number of students awarded one or more VET qualifications (including SAT)	169	288	320
Number of students who were completing/continuing a SAT	9	4	8
Number of students awarded a VET Certificate I	101	122	113
Number of students awarded a VET Certificate II	167	288	320
Number of students awarded a VET Certificate II+	169	288	320
Number of students awarded a VET Certificate III+	84	120	123
<b>Notes:</b> <ol style="list-style-type: none"> <li>1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.</li> <li>2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.</li> <li>3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.</li> <li>4. Data for each year is the latest available..</li> </ol>			

Number of students awarded certificates under the Australian Qualification Framework (AQF)				
Years	Certificate I	Certificate II	Certificate III or IV	Diploma
<b>2019</b>	101	167	84	42
<b>2020</b>	122	288	89	40
<b>2021</b>	113	320	76	47
<b>Note:</b> The values above: <ul style="list-style-type: none"> <li>• are as at 21 Feb 2022</li> <li>• exclude VISA students (students who are not Australian citizens or permanent residents of Australia).</li> </ul>				

### Number of students in each band for OP 1 - 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
<b>2018</b>	23	38	24	17	0
<b>2019</b>	17	21	26	16	1

Note:

The values above:

- are as at 11 February 2021
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

### ATAR RESULTS

ATAR	99.95 - 99	99-95	95-90	90-85	85-75
<b>2020</b>	3	12	18	21	39
<b>2021</b>	2	26	25	27	40

Note:

The values above:

- are as at 19 December 2021
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

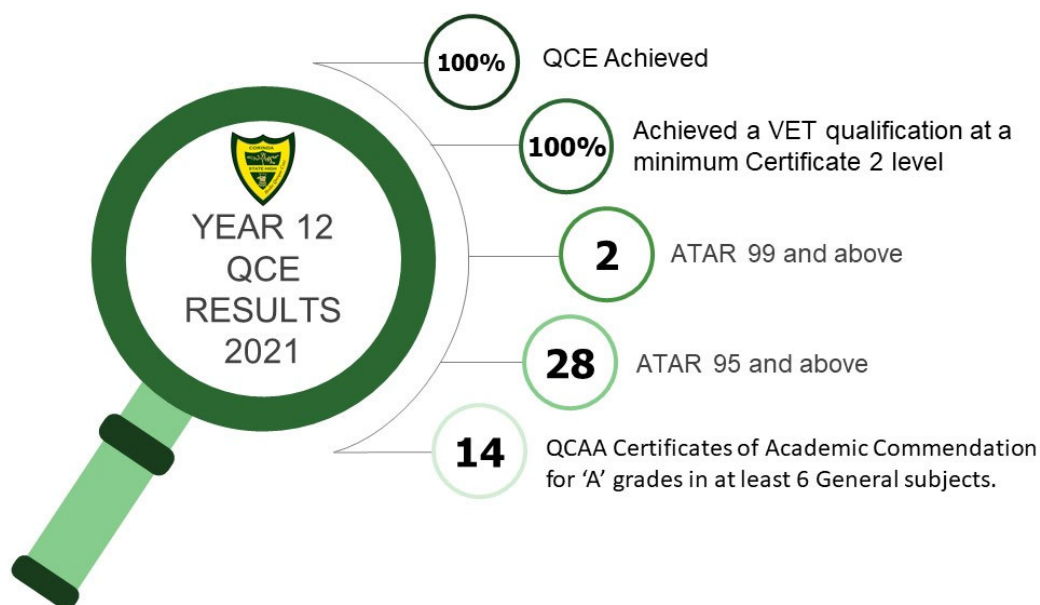






## QCE Achievement Data

- 100% achieved their QCE
- 321 Students graduated (316 QCE, 4 QCIA)
- 176 students shared ATAR results



ATAR Data Accessed & Comparison to OP score				
OP Comparison	Number of Students in this Range (of those known)			
	2020		2021	
OP 1 (99.95 – 98.85)	4		2	
OP 1 - 5 (99.95 – 91.15)	27		51	
OP 1 - 10 (99.95 – 77.85)	83		111	
OP 1 – 15 (99.95 – 62.55)	119		151	
ATAR Ranks				
Rank	Number of Students and % ATAR eligible			
	2020		2021	
>99	3	2.21%	2	1.23%
>95	15	11.03%	28	17.18%
>90	33	24.26%	53	32.52%
>85	54	39.71%	80	49.08%
>80	72	52.94%	103	63.19%
>75	93	68.38%	120	73.62%



Below is an excerpt of some of the Vocational Courses in which our students participate. In 2021 students were able to achieve qualifications in the programs below:

Qualifications	
Certificate I in Construction	Certificate II in Sampling and Measurement
Certificate I in Information, Digital Media and Technology	Certificate III in Fitness
Certificate I in Construction (Wet Trades)	Certificate III in Makeup
Certificate II in Skills for Work and Vocational Pathways	Certificate III in Hospitality (includes Certificate II)
Certificate II in Electrotechnology	Certificate III in Dance
Certificate II in Engineering Pathways	Certificate III Hairdressing
Certificate II in Automotive Vehicle Preparation	Certificate III in Film and Television
Certificate II in Plumbing	Certificate III in Laboratory Skills
Certificate II in Active Volunteering	Certificate III in Active Volunteering
Certificate II in Sampling and Measurement	Certificate III in Beauty Services
Certificate II Health Support Services/Certificate II in Community Services	Certificate III in Electrotechnology
Certificate II Baking	Cert III in Engineering – Mechanical Trade
Certificate II in Salon Assistance	Cert III Information and Communication Technology
Certificate II Aviation and Engineering	Certificate III in Applied Fashion Design and Technology
Certificate II in Salon Assistance	Certificate IV Crime and Justice Studies
Certificate III Retail	Diploma in Business
Certificate II Furniture Making Pathways	Diploma in Musical Theatre
Certificate II in Animal Studies	

## Apparent Retention Rate – Year 10 to Year 12

Description	2019	2020	2021
Year 12 student enrolment as a percentage of the Year 10 student cohort	80.3%	80.9%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	87.5%	83.3%
Notes:			
1. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.			



## Student Destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Corinda State High School works hard to ensure all students exit into a pathway. For some students this means exiting school before completion of Year 12. These students are supported by our Guidance Officers, Senior Schooling staff and administration by assisting them with transition arrangements. The Youth Support Coordinator also works closely with students and has links with community job networks and Get Set for Work programs. Our priority is to ensure that students are placed in a program to assist them with transitioning to other training programs or employment programs.

### Post-School Destination Information

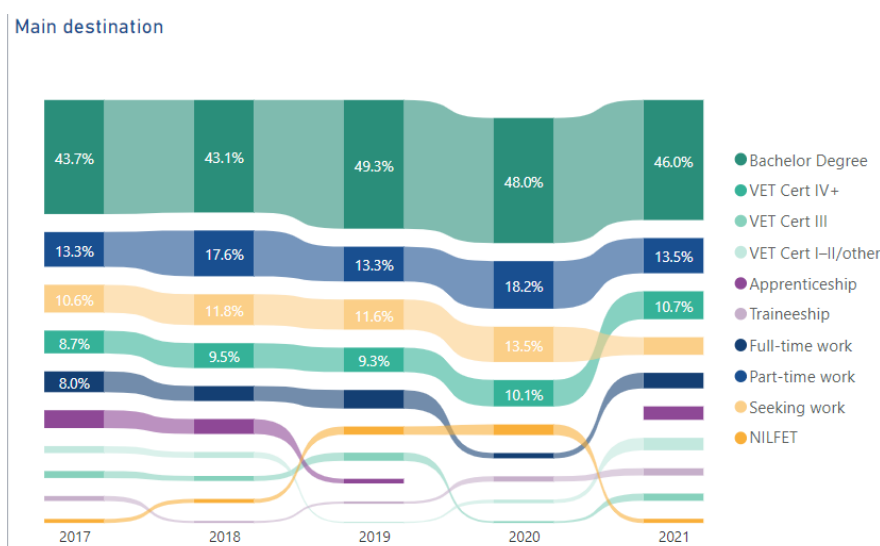
The results of the 2022 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2021), will be uploaded to the school's website in September 2022.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

The report will be available on the school website under *Support and Resources* → *Forms and documents* or at this [link](#).

Post-school destinations information is also available via the [My School](#) website.

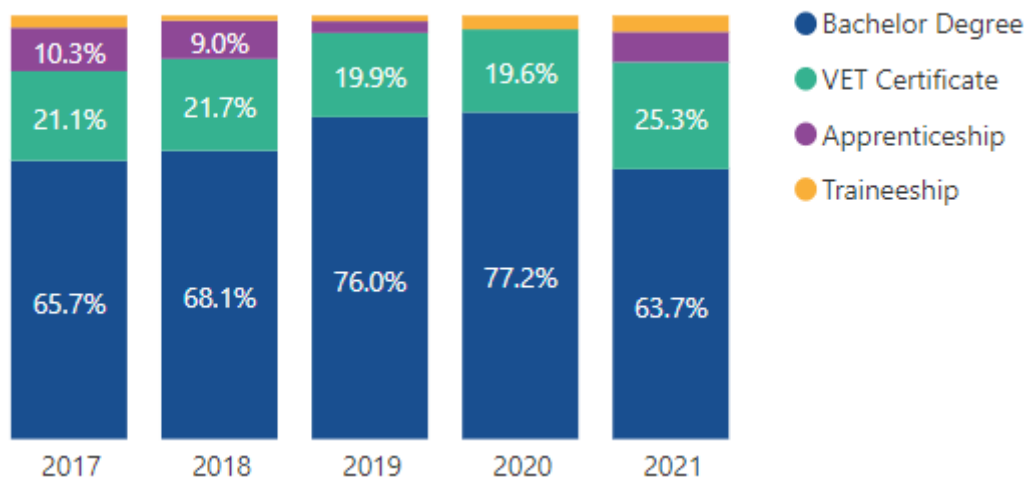
The data below has been collected and is available to the school via the SORD application to give an indication of the destinations of our 2021 cohort:



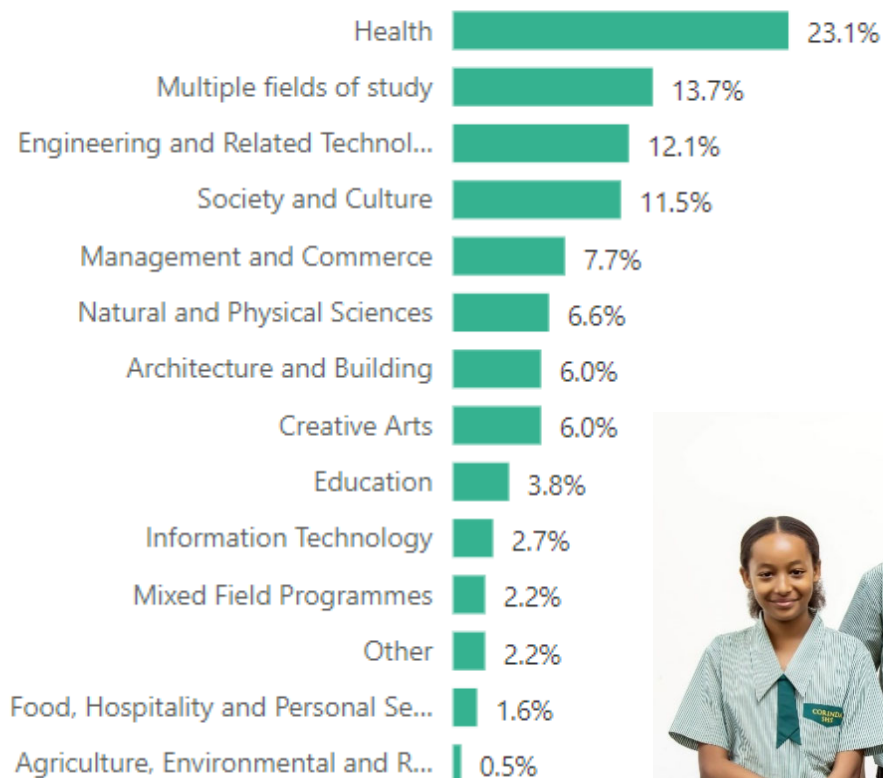




### Type of study



### What are they studying ?





## Other Key Outcomes

### Achievement Outcomes

The data set out below highlights the achievement data of all students in semester 2, 2019. This data shows that 94.2% of our students achieve satisfactory, good or excellent results. This is a reflection of the school's standards and the students' desire to achieve success at school. This data continues to improve each year.

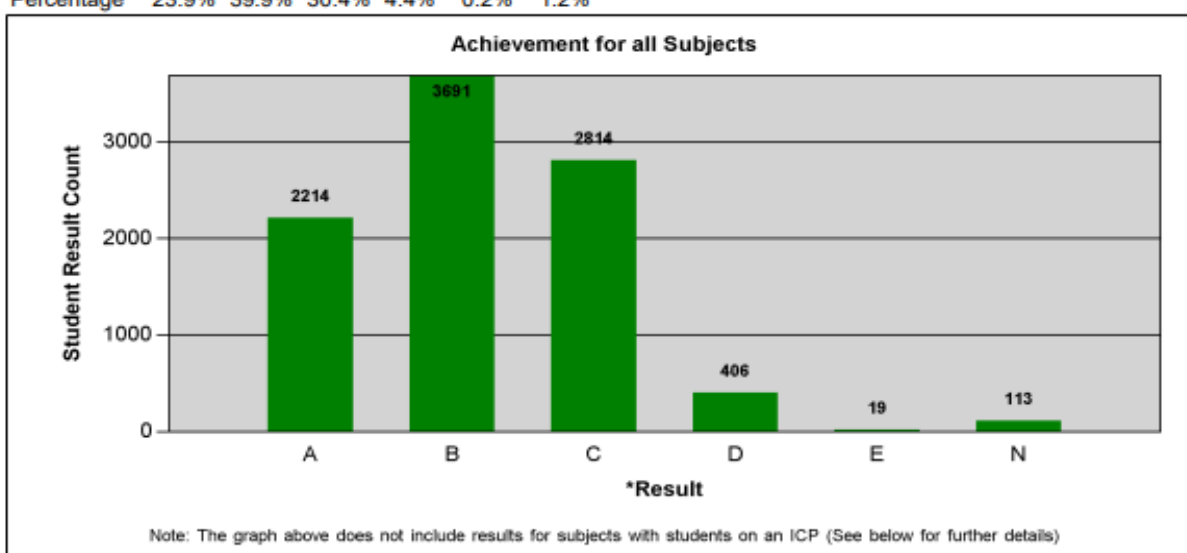
#### Assessment Results Whole School Summary

Reporting Period : Semester 2 2021 7-10

Number of students: 1385

##### Achievement Breakdown

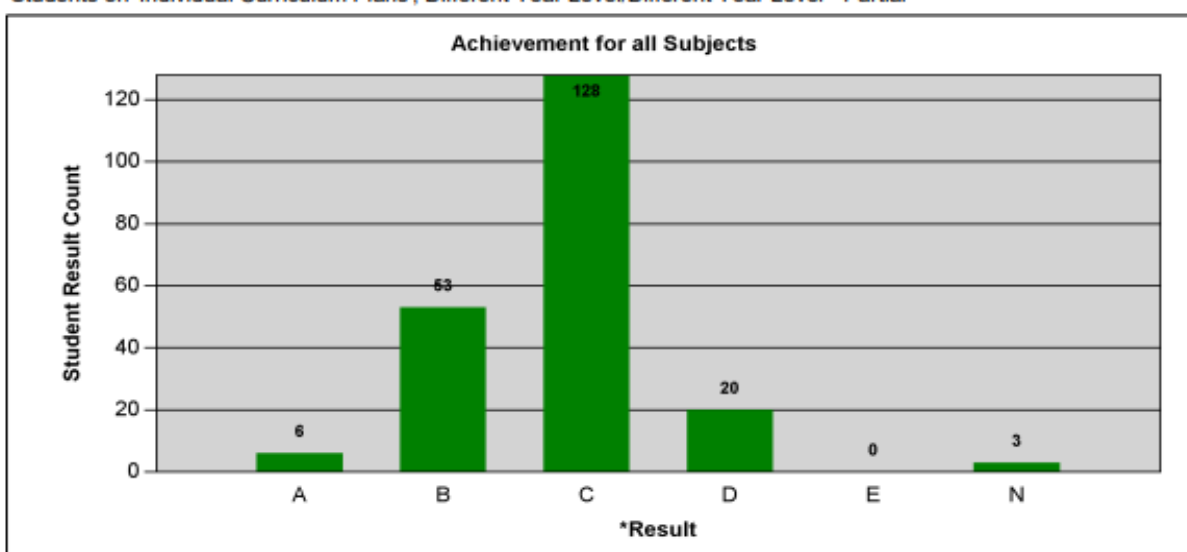
Rating	A	B	C	D	E	N
Percentage	23.9%	39.9%	30.4%	4.4%	0.2%	1.2%



Number of students: 70

##### Achievement Breakdown:

Students on 'Individual Curriculum Plans', Different Year Level/Different Year Level - Partial



## Sporting competitions

### Inter-House Competition

Throughout the year, students at Corinda take part in various carnivals to earn points for their house colour and 2021 saw us able to conduct an Athletics Carnival, Swimming Carnival and Cross Country for those students who nominated to take part.

Lunchtime teambuilding activities were also organised throughout the year to build team spirit and allow students the opportunity to earn further points for their house team.

Inter-House Team positions at the end of 2021 stood as per below, with Pirri House Team taking out the school Inter-House championship.

1<sup>st</sup> Place – Pirri House

2<sup>nd</sup> Place – Moori House

3<sup>rd</sup> Place – Kabul House

4<sup>th</sup> Place – Yarraman House

5<sup>th</sup> Place – Bunar House

6<sup>th</sup> Place – Dibbil House





## Interschool Sport

### West Brisbane District Gala Days

2021 saw the return of our sporting Gala Days, with our students participating in Summer, Winter and Spring gala days.

### Summer Gala Day

Term 1 saw the first of the Gala competitions against our local rival schools (Kenmore SHS, Indooroopilly SHS, QAMST, Centenary SHS, Yeronga SHS and the newly built Brisbane South State Secondary College). The sports offered were Volleyball, Touch Football, Tennis and Badminton, and Basketball.

The winning teams progressed to the Met Finals stage of the competition and came up against the winners of other districts in a knockout style tournament. The teams played very well with a number of them progressing to the Semi-Final stage. Tennis Metropolitan Finals were scheduled to be played in Term 3, however were impacted by COVID restrictions.

### Senior Winter Gala Day

In the last week of term 2 and the first week of term 3, Corinda teams participated in the Junior and Senior Winter Gala Days. The sports on offer included Football, Netball, Volleyball, AFL 9's and Tennis. We had some great results on the day and our teams did us proud, winning 12 pennants as District Champions! Well done and congratulations to all teams.

### Junior Spring Gala Day

Spring Gala Day provided junior students an opportunity to participate in Ultimate Disc, AFL 9's and Badminton. All teams had a fun time on a bright and sunny spring day, with some great results!





## Tennis Excellence Program

2021 was an enormous year for Tennis Excellence at Corinda. The students were immersed in a high-performance environment with access to sports specific strength and conditioning with staff from Performance Physio, hitting sessions with coaches from Queensland Tennis Centre and the new addition of private body scans and personalised recovery and strength and conditioning programs.

These aspects of the Corinda TEX program have led to the development of all athletes, with some great team and individual performances throughout the year. Five Corinda students were selected to represent Met West at the State Championships, with two students then being selected as part of the Queensland Team before COVID prevented interstate competitions.

In 2021, our amazing Tennis Excellence teams competed for the honour of attending the Queensland State Championships. Our boys qualified for the championships in a gruelling and exciting match during the Metropolitan West finals against Brisbane Boys College, beating them for only the second time in the history of the contest. Our girls team qualified directly into the state finals.

In June, teams met in Rockhampton to compete in the Queensland State titles. The girls' team won a total of 16 of the possible 18 games on their first day but conceded victory to Sheldon College after a closely fought contest. This put our young and talented girls' team third overall, earning them a spot on the podium and a medal! This team will be a strong contention to win state and national titles in the future as they are not just great tennis players but have unity within the group that will lead to success.

Our boys team cruised through the first day as top seeds, and on day two defeated last year's State Champions, The Southport School and Sheldon College in the semi-finals. The final was played against Kelvin Grove and Corinda still claimed the win beating Kelvin Grove by two points and becoming State Champions for the first time.

Our school was absolutely thrilled with the results. Special mention to Kent Linyard, the coach who has taken these teams all the way and nurtured their talents to create the QLD State Champions! We are so proud of Kent and the tennis students for their fantastic achievements.

In 2022 we aim to continue developing the Tennis Excellence Program and adding further value to our aspiring student athletes. We look forward to continued and improved success.







## Football Excellence Program

In 2021, our students took part in multiple Football competitions - SPL Football, MetWest Finals Series, Independent Schools Cup, Bill Turner Cup. They also took part in several Futsal competition including the South East Queensland Futsal Titles.

### SPL Football Competition

In 2021, Corinda entered the Schools Premier League again. This competition for elite football excellence state high schools, pits schools against each other in a round robin format. The competition is split into 5 groups (Junior Boys, Intermediate Boys, Senior Boys, Junior Girls and Senior Girls) and games are played throughout the year. Our teams competed extremely well and represented our school with pride and finished strong in all age groups of the competition.

### West Brisbane District and Metropolitan Finals

The West Brisbane District Football Gala Days and the Metropolitan Finals brought some success for Corinda's Football program. Our Year 8, Open Boys and our Year 7 & 9 Girls took out the West Brisbane District title for 2021 and competed again in the Metropolitan Finals series in late July.

### Independent Schools Cup, Bill Turner Cup and Trophy

The Independent Schools Cup and Bill Turner Cup competitions involve some of the best football schools in the State. Whilst we bowed out of the Independent Schools Cup early this year, our junior girls finished in 2<sup>nd</sup> place in the Bill Turner Trophy Competition and our junior boys made it as far as the Semi Finals in the Bill Turner Cup. This experience was invaluable for all our players and we are very proud of the performances of our students.

## Futsal

### South East Queensland Futsal Titles

The first tournament for 2021 was the Brisbane Metro Futsal Titles. This competition sees hundreds of teams, from across South-East Queensland, compete to be crowned Brisbane Metro Champions. This year Corinda entered 16 teams, with 10 of them qualifying for Finals. Our Under 16 boys, Open Boys and Under 13 Girls advanced to the Grand-Finals however were unsuccessful in bringing home a win.

From here our teams headed to the QLD Champion of Champions tournament in July where our Year 12 Girls qualified for the Grand Final. They came up against St. Andrew's Lutheran College in the Final and despite losing put in a fantastic effort.







## Basketball

2021 was a milestone year for Corinda Basketball. New players, new coaches and, most importantly, rapid development across all year levels. Both our Junior and Senior teams experienced success this year, and we crossed new thresholds as a program.

Training three days a week before and after school is no small undertaking, but the investment paid off early:

- Year 8 and 9 Boys (Gala Day Winners and Metropolitan Finals participant)
- Year 8 Girls (Gala Day Finals participant)
- Year 10 Boys (Gala Day winners and Metropolitan Finals participant)
- Open Boys (Gala Day winners and Metropolitan Finals participant)

Due to last year's success, Corinda qualified, for the third year in a row, to participate in the Championship Basketball School of Queensland (CBSQ) tournament. In what was perhaps the biggest takeaway from the year, for the very first time, Corinda was able to put forward a Junior Girls team for this competition. This, coupled with Junior, Sophomore and Opens Boys CBSQ teams packed with Gala Day and Metro talent, provided stiff competition for opposing schools. CBSQ saw two games a day, for four straight days (Thursday-Sunday). Corinda students regularly draw comments of admiration from other schools and the general public for their polite and courteous demeanour, and we are proud to say our players were no exception to this in 2021!





## Value Add

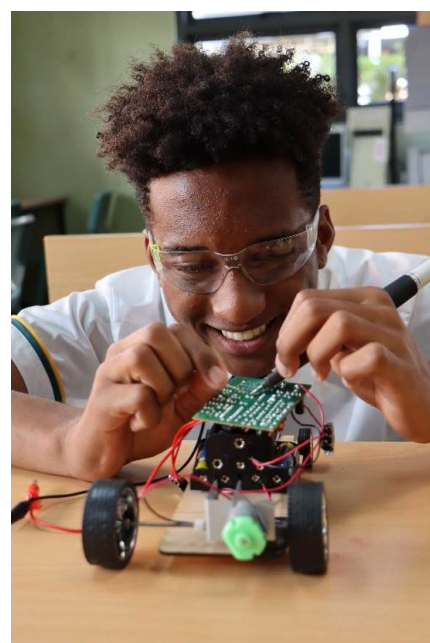
### Gifted and Talented Snapshot



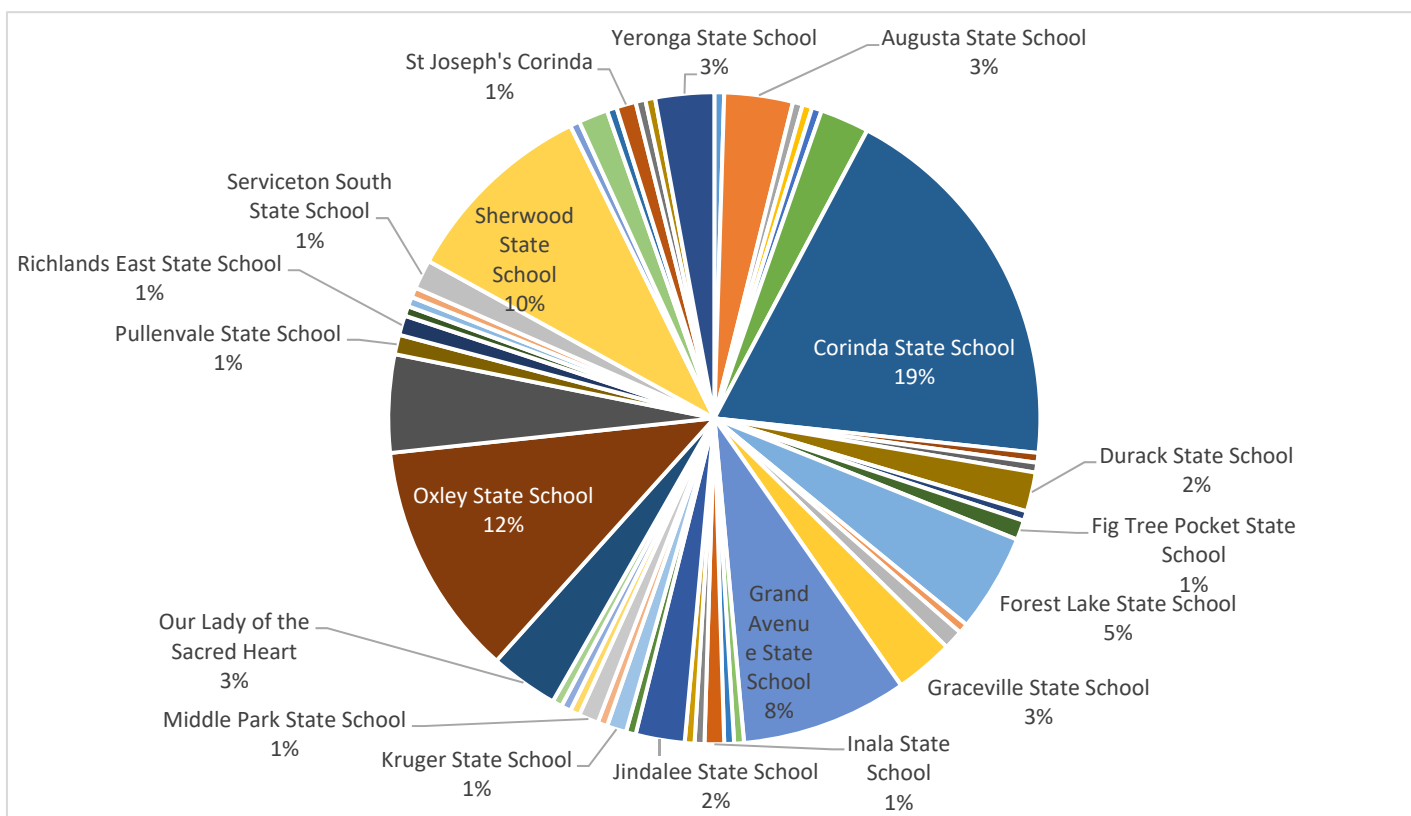
Education for our high achieving students continues to thrive at Corinda State High School in 2021, with continued growth of our Programs of Excellence and Golden Opportunity Days.

Despite the disruptive year due to COVID-19 restrictions, Corinda State High School had great success in our Golden Opportunity Days leading 27 experiential day with over 182 primary school students attending from 35 different schools. These days are designed to provide an opportunity for primary school students to experience the range of Programs of Excellence on offer and engage with like-minded students. Golden Opportunity Experiential Learning Days focus on a higher order thinking skills including critical thinking, curiosity and collaborative problem solving.

Our Programs of Excellence and Honours program continue to be successful with high enrolments and interest from our primary schools. In 2021 we enrolled 140 students from 37 different schools into our ten Programs of Excellence. Our Culinary Excellence and Platinum Program saw its first cohorts move into Year 8 and continue to thrive.







Case management of highly capable students across all year levels has continued with a range of formal and informal strategies used, including academic coaching and individual curriculum plans (ICPs) above year levels for students who are identified as gifted.

Year 7 and Year 10 students participated in the Allwell test, which is designed to identify the full range of abilities of students including general reasoning, verbal reasoning and non-verbal reasoning. This internationally recognised external standardised diagnostic test further supports the identification and promotion of highly capable students.

While the COVID-19 restrictions limited the number of available opportunities, students were still able to participate in a range of enrichment and extension activities such as Opti-Minds, Brainways, the Queensland Virtual STEM Academy, the Quest and STEM Horizons

We look forward to further refining and developing our programs to extend and enrich our highly capable students.





# Entrepreneurial Innovation

## Business Studies

2021 saw our Year 9 and 10 Business Studies classes participating in the Future Anything program. This program is an innovative and engaging course designed to develop a student's entrepreneurial mindset with the aim to design and develop innovative, scalable and sustainable youth-led solutions to real-world problems.

The Future Anything programs encourage young people to explore an issue that is close to their hearts, finding the root cause and proposing a solution that can help address or resolve the issue. By developing 21<sup>st</sup> Century skills and undertaking an entrepreneurial project, students are able to develop knowledge and skills to formulate solutions to a real world problem. Developing partnerships and connecting with support services helps students see the interconnection between business and community. After completing the program students have designed, prototyped and planned their entrepreneurial project, with a view toward the sustainability and scalability of the project.

## Shark Tank Competition

In Term 3 our Year 10 Business Studies classes and the Year 10 Digital Technologies class participated in our Annual Shark Tank Competition. This was an opportunity for students to showcase some of the creative, innovative and eye-opening learning that takes place within our classroom walls.

Due to the COVID restrictions, the scale of the 2021 Shark Tank was reduced. Our Year 10 Enterprise and Digital Technologies students competed and the top presentations had an opportunity to pitch to our inhouse Sharks, Mr Bates, Miss Engler and Miss Hanson. Business students were asked to look at the United Nations Sustainable Development Goals (SDG's) and plan a business proposal to tackle a local issue that addresses one of the SDG's. Digital Technologies students were given the task to solve a school-based problem, and design a working prototype using any technology available at school. Students' ideas ranged from an automated ball-dispenser, to an interactive recycling bin, and even an arcade machine to showcase student-created games.

## Diploma of Business

In 2021, the Diploma of Business continued to grow, with 46 students graduating from the program. The Diploma of Business is a tertiary level qualification that students study over Year 11 and 12, requiring a large commitment of time and effort whilst balancing other school commitments.

This is an amazing opportunity to acquire a tertiary qualification before the end of their secondary education, ready for Future You.

Year 11 had 39 students begin their Diploma journey. This subject is highly valued by our students and certainly allows them to extend their range of credentials while still at school.





## Bringing the past to the present..

### Alumni Band

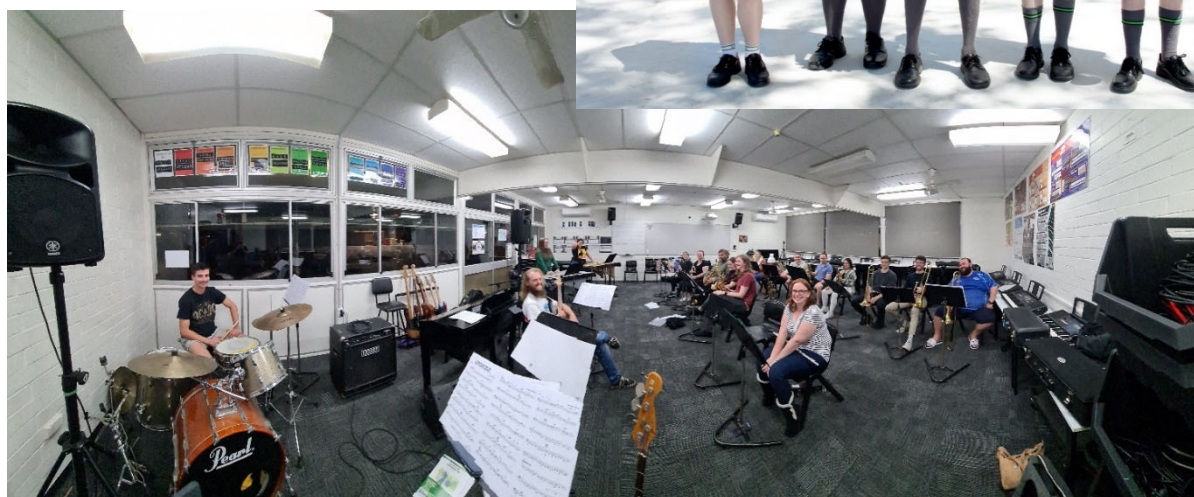
2021 also saw the beginning of the Corinda State High Alumni Band. Past students returned to form a Big Band style ensemble; literally blowing away the cobwebs after years of inaction. In the wake of the snap lockdowns, the Alumni Band is now setting new goals to re-engage with music making on a regular basis and widening their scope so as to encourage more past students to dust off their instrument and get back into playing.

### Instrumental Music

Corinda State High School's Instrumental Music program continued to succeed even in the face of continued COVID-19 challenges in 2021. The students welcomed back performance opportunities for Open Day and within their ensembles, as they could showcase the work practiced while at home or on Microsoft Teams with their teachers. Despite some technological challenges, students and teachers found humour and positive experience in these times of remote learning.

Corinda's Vanguard (Drumline) also debuted live on stage with Creative Generation – a televised production of students from all over Queensland. Our students were applauded for their performance skills and professionalism.

Finally, "Music in the Night" was back with a bang and our largest crowd yet! Members of the community were delighted with an evening of music provided by our woodwind, brass, strings and percussion students. Similarly, the addition of the Alumni Band, past Corinda students picking up their instruments (and dusting them off!), was a special surprise for the audience. A great year for all students in the Instrumental Music program.





## Creative Generation 2021

Our staff had the pleasure of attending the 2021 Creative Generation performance and was so proud to see our Drum Line students representing our school. This epic production involved 1200 state school students at the Brisbane Convention Centre.

## Visual Art Innovation

Our Year 12 ATAR Visual Art class created artworks through an inquiry-based investigation on the Oxley Creek catchment. This allowed for innovative and skilful artworks that portrayed personal and cultural responses.

This year, our Year 11 Art in Practice students created products online using a 3D modelling program whilst the Year 12's explored pencil and ink mediums to produce realistic artworks. Their final works for the year were an impressive culmination of learnt technical skills.



## Dance Excellence – Exceeding Expectations

Our tremendous Dance Excellence Program moved from strength to strength in 2021 providing further opportunities for our junior dance students to continue their Excellence Program, whilst preparing for the increased rigour of the senior Dance Curriculum. 2021 also saw our Excellence students continue with the vertical level skills structure introduced last year, allowing them to collaborate with peers outside their cohort, and challenge themselves appropriately for their dance ability.

Dance Excellence were joined by graduates Abbey Mackie, Elana Wells-Peris and Emma Gilfoyle to learn their Hip Hop performance task in Term 1 to be taken to compete at the 2021 Eisteddfods. Students competed in the BPAC eisteddfod with their Hip Hop dance receiving 3<sup>rd</sup> place. Although 2021 continued to be an interrupted year, we were still able to enjoy choreographic workshops. Students of all tap experience in our Dance Excellence classes participated in rhythm and tap workshops over 3 days with world renowned 'Tap Dog' performer, Nathaniel Hancock, taking away new skills, working on complex rhythms as well as technical tap steps.

We applaud the ongoing commitment of all our dance classes and troupes during this difficult year and congratulate them on a wonderful year. Our teachers are incredibly proud of how the dancers have coped with the unanticipated events of 2021 and we look forward to coming back as strong as ever in 2022.





## Agricultural Technology



At each break time, students continue to volunteer their time to assist with the welfare and care of the animals and plants at the Agricultural Section. This year saw the introduction of 15 pure-bred Barnevelder chickens who hatched at the Farm as part of the Year 7 and 8 Agricultural subject. We will continue to breed the Barnevelder chicken as they are very placid and have good egg production.

Year 9 students have made good use of the new market garden areas that were constructed during the period of online learning last year. The area contains a programmable in-ground irrigation system and contributed to a bumper crop of pumpkins this year.

Spring heralded the annual Sustainable Futures Farm Open Day. It was great to see so many families enjoying our amazing resources and learning about our sustainability practices. The students made such an impression with everyone and they are to be congratulated for the way in which they demonstrated their knowledge and such passion for their work with the animals. The technology being used at the farm provides a rich learning environment for many of our subjects and all student benefit from this real-life data. Under the leadership of Deputy Principal Tom Bates, our school farm is a showcase for everyone and we are attracting a lot of interest from tertiary institutions, primary schools and other secondary schools. Hard to believe we have a working farm just 12kms from the city!





## Languages – Exceeding National Retention Rates

During 2021, over 1300 students across the school studied a language including a record 80 Year 12 students. We wish all of our graduates well and hope they continue their language studies at university.

During the year, we were able to create a virtual classroom with a partner school in Japan. The topic of our online discussion was culture where we made comparisons about school rules as well as eating and bathing etiquette. Our Corinda students spoke in Japanese and our Japanese friends responded in English. Our goal during this time of no travel is to use online forums to connect with our global friends.

The Confucius Institute visited during the year and provided an opportunity for all Chinese students to participate in Chinese culture. Highlights were Chinese calligraphy, opera mask making, the Ribbon Dance and Animal Tai Chi. The teaching staff from Queensland University of Technology were fantastic and students were able to use their Chinese in a real-life setting.

A big highlight of the year was the Education Perfect Language Championships. Where students answered 713,485 questions and we received a total of 131 awards, 50 more than last year. This is an outstanding effort and we know this achievement translates to excellent results in the classroom.

Even with continued travel restrictions students continue to make the most of their language learning. They participate in competitions, take part in real time online workshops, joining in cultural experiences and enjoy food from various cuisines. Languages are certainly vibrant and alive at Corinda State High School.



## International Program and Global Connections

Our International program continued in 2021 with 71 students from 10 different countries. During the summer school holidays all students had to remain in Australia. To try and alleviate a little bit of homesickness excursions were offered throughout the year. The students had days out at Dreamworld, Stradbroke Island, Brisbane City and Southbank. The highlight is always Straddie, where the sand “squeaks” and the ocean is a gorgeous turquoise blue. We were lucky enough to once again see turtles and dolphins riding the waves.

We started the year celebrating Chinese New Year and Lunar New Year. Students were treated to a variety of traditional foods and enjoyed some traditional sweets. It is always interesting to hear how students would celebrate this important festival in their home country. We are privileged to learn more about students’ culture at these celebrations.

# *Exceed Your Expectations*



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